



Semester and Year - Spring 2016
CRN (Course Reference Number), Course Prefix, Number and Title – CRN 22187 ENGL 1302: Composition II
Course Meeting Days, Times and Location (Campus, Building, and Room number) – T Th 09:25 am – 10:40 am, SGL Campus, room 277
Instructor’s Name - David Glen Smith, M.F.A., M.A.
Instructor’s Telephone number(s) –281.243.8447 Instructor’s email address – smithd@wcjc.edu Instructor’s webpage – http://www.davidglensmith.com/wcjc
Instructor’s Office Hours and Office Location – 12:30 pm – 01:30 pm / Adjunct’s Offices – by appointment
Course Catalog Description – Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Prerequisite: ENGL 1301.
Instructor’s Grading System – A: 90 -100 B: 80 – 89 C: 70 – 79 D: 60 – 69 F: 0 - 59
Instructor’s Attendance Policy – Due to the nature of the course and the in-class exercises, communication with instructor is paramount. Missing 8 days (four calendar weeks), or 20% of the course, will result with the student failing the course. There are no exceptions. If students miss a class, <i>they must visit the supplied website for further information. Also, they must ask a classmate for copy of his/her notes. Do not send the instructor an email asking for lecture notes or homework assignments or in-class work. These cannot be made-up if missed.</i> Emergency situations do happen, but keep in mind: an absence is an absence regardless if the situation is a medical or legal emergency. Budgeting one’s time is important. • If a student leaves early, <i>for any reason</i> , he/she will be marked absent for the day. • Students are responsible for filling out paperwork to drop course in order to avoid failing grade. • Physician appointments, court dates, and job interviews should not be set during class time. • If a student must make an appointment within the time of course period, he/she does not need to come to class for that day.
Last day to “Drop” course with grade of “W” – April 15, 2016

** The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services at (979) 532-6384; located in the Pioneer Student Center, Room 313, at the Wharton campus. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive.*

*** Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).*

Link to Disability Services: [Link to Disability Services \(opens in a new window\)](http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx)

<http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx>

(Syllabus subject to change with advance notice.)

RECOMMENDED BROWSER:

We also have been told that Mozilla Firefox is better for Blackboard.
Mozilla Firefox: www.mozilla.com

TEXTBOOKS:

Kennedy, X.J. *Bedford Guide for College Writers with Reader, Research Manual, and Handbook*.

Kirzner, Laurie G. and Stephen R. Mandell, eds. *Compact Literature: Reading, Reacting, Writing*. 8th ed.

Recommended: Flash drive or cloud (Dropbox.com) to back up documents
College dictionary

ASSIGNMENTS AND GRADE PERCENTAGES:

Grade Categories	Assignment Details	Percentage
Weekly Activities / Exit Tickets	Daily Activities/Quizzes/Comprehension Exercises	5
Group Activities	Discussions / Participation • Presentations	5
Essay 1 (1,000 words)	APA—social issue paper	25
	preliminary APA introduction / thesis	5
	APA tentative outline of research paper	5
Essay 2 (1,500 words)	MLA—literary critique paper	30
	preliminary MLA introduction / thesis	5
	MLA annotated Bibliography	10
Final Project	Final Day	10
Total:		100

Students must keep copies of all returned work after grading in the unlikely event of data loss.

There will be in-class assignments, quizzes, group projects, and intensified reading homework. Since quizzes and in-class group assignments are based on specific lectures, you must be present on the day the in-class assignment is given and collected or presented. *No late work will be accepted for either category.* Likewise, students will earn the grade of zero for all non-submitted assignments.

STUDENT LEARNING OUTCOMES:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

TOPICAL OUTLINE:

1. The research paper.
2. Analysis of fiction and/or nonfiction.
3. MLA & APA documentation format.
4. Research techniques and use of library resources.

E-MAIL POLICY

- Neither homework nor formal papers are accepted as an e-mail attachment. Digital folders are set-up according to each individual assignment's deadline in Turnitin.com.
- Save all returned paperwork. Progressive grades will be shown to students throughout course.
- **Students should not send e-mails requesting grades. Request face-to-face appointment to discuss grades. E-mails requesting grades and grade determination will be ignored.**
- All correspondence with instructor regarding school matters must be through the official student e-mail account provided by WCJC.edu. However, again, grades and determination of scores cannot be discussed with students through an exchange of emails. Only through face-to-face discussions at an appointed time can the instructor discuss determination of a paper's grade or a course grade.
- When sending an e-mail, the student should be sure to identify which class and time he/she is enrolled.
- Mr. Smith is available to discuss grades on Tuesdays/Thursday by appointment during office hours.

GRADING STANDARDS:

Essays will be graded based on a variety of skills. First, content and organization are most important. All written work should show evidence of significant thought and contain logically presented ideas. Second, sentences, word use and tone, and punctuation and mechanics are important. You should pay close attention to eliminating major sentence errors, such as comma splices, fragments, and fused sentences. Points will be deducted for errors on your essays.

ESSAY FORMAT:

Essays should be typed and have a standard one-inch margin. All papers should be double-spaced. *See appropriate pages in your copy of Bedford for a guide.*

LATE ESSAYS:

Since the progress of this class depends on essays turned in on time, late essays will be penalized a grade point for each course day that they are late. If you miss class when an essay is due, your grade will show accordingly. *After two course days (one calendar week), late papers will not be accepted.*

CELL PHONE / TEXT MESSENGER/ LAPTOP POLICY

No technology will be used by students in this class unless stated otherwise by instructor. Only note-taking devices should be present on students' desks.

PLAGIARISM:

If clear evidence of academic dishonesty is found for any assignment, 0 points for the assignment will be recorded, and the English Department Chair will be notified of the incident and the grade. If a second incident of academic dishonesty occurs, an F for the course grade will be recorded and the English Department Chair notified of the incident and the grade.

REVISION POLICY:

Only two assignments are structured for a revision process: the generation of an APA style introduction, for essay one, and the declaration of the MLA intro-thesis, for essay two. Otherwise, no other assignment follows a revision policy.

SIX COURSE DROP LIMIT

Students may only withdraw from **six courses** during their time in college. Once WCJC calculates that a student has a total of six affected drops from WCJC, he or she may not drop any additional courses at WCJC. The instructor will be required to award the grade of A, B, C, D, or F. Exceptions: Severe illness, care of a sick or injured person, death of a family member, active duty service, change in work schedule that is beyond the control of the student, other good cause as determined by the institution.

**Keep in mind that it is the student's responsibility to withdraw from the course.
Faculty cannot withdraw students from the course.**

COLLABORATIVE ASSIGNMENT REQUIREMENT FOR ENGL 1302:

All students who take ENGL 1302 must participate in a collaborative research project per the Texas Coordinating Board's statewide requirements for the course. Each English instructor will determine which project will serve as the collaborative assignment, but all English instructors will have a collaborative assignment within their ENGL 1302 courses.

CLASSROOM DISCIPLINE:

All students should show proper discipline, conducting themselves as in a typical, formal academic situation. Whenever the instructor is speaking to a fellow student, even if others in the room may suspect they know the answer to a supplied inquiry, everyone should listen closely to see if the instructor carries through with expectations.

A portion of the basis of this class is to propose ideas and cultural concepts which may or may not follow the average thought process. Students should always be aware of differing opinions, if only as a manner of strengthening their own theories and approaches to their world and environments. Analysis and critical thinking are both strong venues for better understanding other perspectives; fiction often proposes scenes and situations which provoke further discussion. Such discussions promote further explanation of what it means to be human and why as individuals people often are violent towards others.

T Th Course Schedule

- Syllabus is subject to change. Students will receive notification of any adjustments.
- Be sure to read the daily material listed *before* attending class.

CL=*Compact Literature, 9th Ed.*

B=*The Bedford Guide for College Writers*

Week	Activities and Lectures
1	
TUES-JAN 19	Basic introduction • Guidelines for Reading
TH-JAN 21	Conflict Types • Library Orientation: Literary Databases Diagnostic Essay: “Diversity”
2	
TUE-JAN 26	Argumentative Papers • Aristotelian Model overview • Logos, Pathos, Ethos– B: pp. 44-45 • Literary Reviews / Social Commentary • Persuasion papers versus Literature Review papers B: Chapter 11: “Evaluating and Reviewing,” pp. 204-205, 213-214
TH-JAN 28	Academic Paragraphs • Signal Phrases • Academic Summaries • Protagonist/Antagonist
3	
TUE-FEB 02	MLA versus APA styles • Declaring an APA Thesis and Abstract
TH-FEB 04	MLA versus APA styles, continued Assignment 1: preliminary Introduction to APA Research Paper: Overview
4	
TUE-FEB 09	Elements of Fairy Tales • Jacob and Wilhelm Grimm, “The Goose-Girl” - <i>supplemental</i>
TH-FEB 11	Jacob and Wilhelm Grimm, “Godfather Death” - <i>supplemental</i>
5	
TUES-FEB 16	Narration • Figurative Language • Archetypes and Symbol Edgar Allan Poe, “The Tell-Tale Heart” CL: pp. 622-625
TH-FEB 18	Group Discussions 1: Various Criticism on Poe’s “The Tell-Tale Heart” Assignment 1-part 1: preliminary APA Introduction/Thesis due
6	
TUE-FEB 23	Presentations of Group Discussions • Traits of a Modern Anti-Hero
TH-FEB 25	James Joyce, “Eveline”— <i>supplemental</i> • Dark Epiphany Exit Ticket: <i>Reviewing the components of an anti-hero, in your opinion, which quality fits Eveline, the character, best? What appears to be Joyce’s goal creating such a character?</i>
7	
TUE-MAR 01	William Faulkner, “A Rose for Emily” CL: pp. 224-231 • Narration • Setting • Irony Exit Ticket: <i>“A Rose for Emily” is narrated in first-person plural. Why do you think Faulkner chose “we” rather than “I” as the voice for the story? What is established with a collective notion?</i>
TH-MAR 03	William Faulkner, “A Rose for Emily” CL: pp. 224-231 Assignment 1-part 2: full APA paper due
8	
TUE-MAR 08	Ernest Hemingway, “Hills Like White Elephants,” CL: pp. 119-123 • Setting and Characters Exit Ticket: <i>Discuss why it is important that Hemingway uses limited “stage directions” in this story. What is accomplished by keeping the story mostly in dialogue?</i>
TH-MAR 10	Review of MLA expectations • Supporting a Thesis; Integrating Sources; Signal Phrases B: Chapter 13: “Responding to Literature,” pp. 258-259, 272-273, 276-277
TUE-MAR 15	Spring Break—no classes
TH-MAR 17	Spring Break—no classes

Week	Activities and Lectures
9	
TUE-MAR 22	Kate Chopin, "The Story of an Hour" B: pp.283-285 Exit Ticket: <i>The last line of the story reads: "When the doctors came they said she had died of heart disease-of joy that kills"(285). How is this seen as an ironic statement? What is gained by having the doctors make such a statement rather than putting it in the mouths of Josephine? For that matter, what does she represent in the story?</i> Assignment 2: MLA paper: Overview
TH-MAR 24	School Holiday—no classes
10	
TUE-MAR 29	Group Disc. 2: Gabriel García Márquez, "A Very Old Man with Enormous Wings" CL: pp. 585-590
TH-MAR 31	Presentations of Group Discussions 2 Exit Ticket: <i>Considering the main theme of this story concerns interpretation of religion, what is achieved by García Márquez using a strong Magic Realist approach? Review the components of the Magic Realist movement as discussed in class before answering.</i>
11	
TUE-APR 5	Introduction paragraph due for Assignment 2: MLA paper: Declaration of Topic and Thesis How to Read Poetry-part 1
TH-APR 7	How to Read Poetry-part 2 Poetic Devices and Terminologies B: "Discovery Checklist: Analyzing a Poem," pp. 274-275 Exit Ticket: Poetic Meter Exercise
12	
TUE-APR 12	Group Discussions 3: Variations of Modernism Annotated Bibliography due for Assignment 2: MLA paper
TH-APR 14	Presentations of Group Discussions 3 Modernism versus Victorianism Preview of T.S. Eliot, "The Love Song of J. Alfred Prufrock," CL: pp.981-985
FRI-APR 15	Last Day to Drop Class with a Grade of 'W'
13	
TUE-APR 19	Assignment 2: MLA full paper due T.S. Eliot, "The Love Song of J. Alfred Prufrock," CL: pp.981-985
TH-APR 21	T.S. Eliot, "The Love Song of J. Alfred Prufrock," CL: pp.981-985 Take Home Quiz
14	
TUE-APR 26	Post Modernism versus Modernism Group Discussions 4: Sylvia Plath, "Daddy" CL: pp. 772-774
TH-APR 28	Presentations of Group Discussions 4 Exit Ticket: <i>Considering the various concerns in Plath's poem "Daddy," are the issues raised still relevant for women in contemporary society today? How is Plath's persona similar to the character of Emily Grierson or Eveline?</i>
15	
TUE-MAY 3	Metamodern versus Postmodernism
FINAL EXAM	TH-MAY 5 TO TH-MAY 12
	1302-22187 — 09.25am - 10.40am T / Th: Final Exam meets <u>Thurs., May 12 at 08.00am - 10.00am</u>

Statement on Academic Integrity:

Wharton County Junior College requires that students submit their own work, whether they are writing papers, taking exams, or making oral presentations. Plagiarism, taking someone else’s words or ideas and representing them as your own, is expressly prohibited by college. Good academic work must be based on honesty. Submitting someone else’s work as one’s own is considered a serious offense by the college. Student academic dishonesty includes but is not limited to the following:

- copying the work of another during an examination or turning in a paper or an assignment written, in whole or in part, by someone else;
- copying from books, magazines, or other sources, including Internet or electronic databases like Academic Search Complete and Elibrary, or paraphrasing ideas from such sources without acknowledging them;
- submitting an essay for one course to a second course without having sought prior permission from your instructor;
- giving a speech and using information from books, magazines, or other sources or paraphrasing ideas from such sources without acknowledging them;

NOTE on Team or Group Assignments: When you have an assignment that requires collaboration, it is expected that the work that results will be credited to the team unless individual parts have been assigned. However, the academic integrity policy applies to the team as well as to its members. All outside sources must be credited at outlined above.

Instructors may require students to submit all written work electronically for submission to Safe Assignment and/or Turnitin.com, which are services that compare student papers with all Internet sources and a student-essay database to verify that the student has properly credited all sources downloaded and not copied or paraphrased from another writer’s work.

CONSEQUENCES for Academic Dishonesty:

Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. In the case of suspected wrongdoing, the faculty member may file charges with the Vice President of Student Services, inform his or her department head, and follow the process specified by the college.

Disciplinary action may include but is not limited to the following:

- Assignment of a failing grade for a test, examination, or assignment;
- Assignment of a failing grade in the course;
- Assignment of a student disciplinary sanction from the college;
- Suspension or expulsion from the college.

When a student plagiarizes, the student will not be eligible to revise the plagiarized paper, write a new paper to make up for the plagiarized paper, or receive any other special consideration.

I acknowledge that I have read this Academic Integrity Policy and the consequences for violating it.

Print Name _____ *Date*

Signature _____ *Student ID Number*

*adapted from Robert Morris University's Academic Integrity Policy